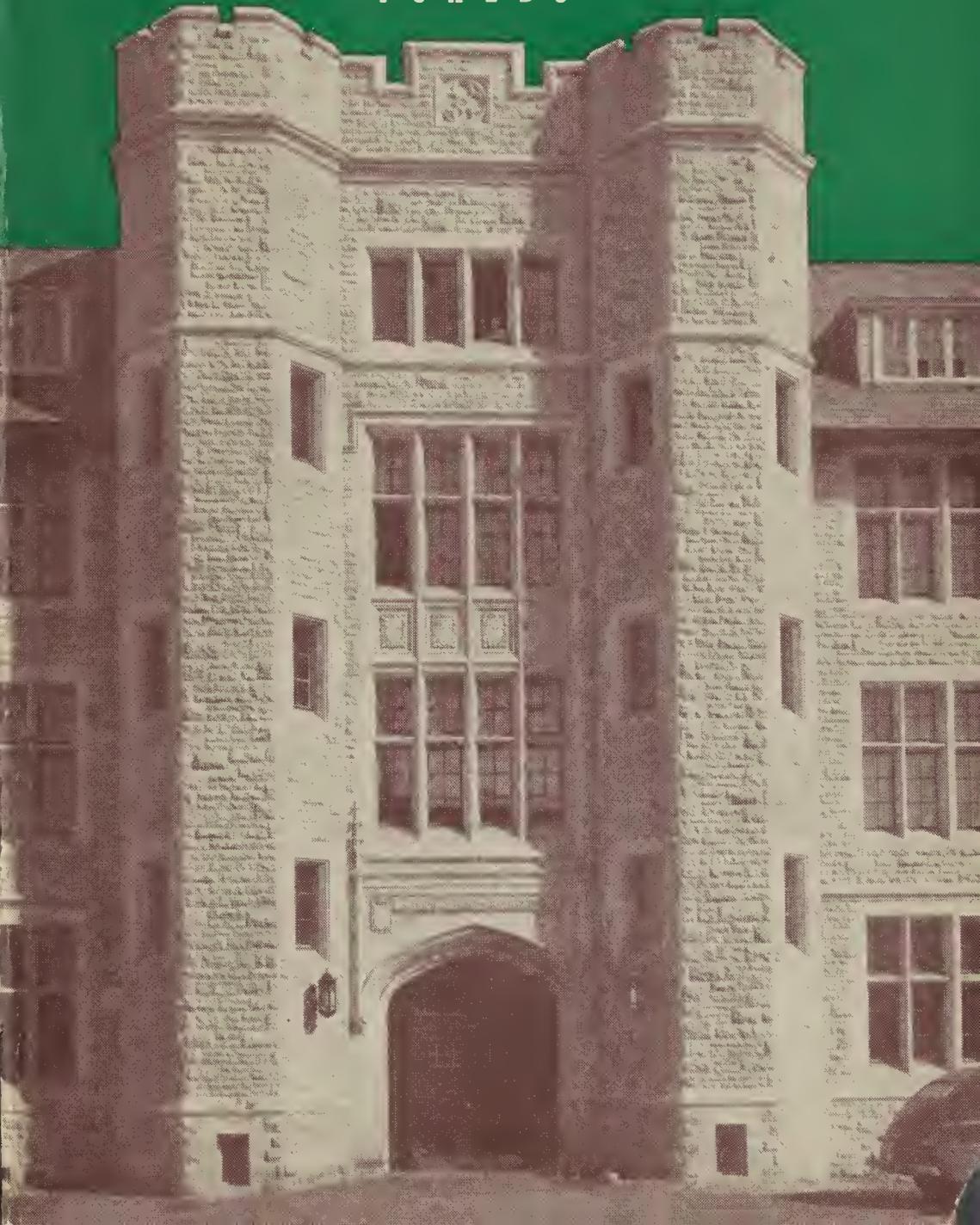
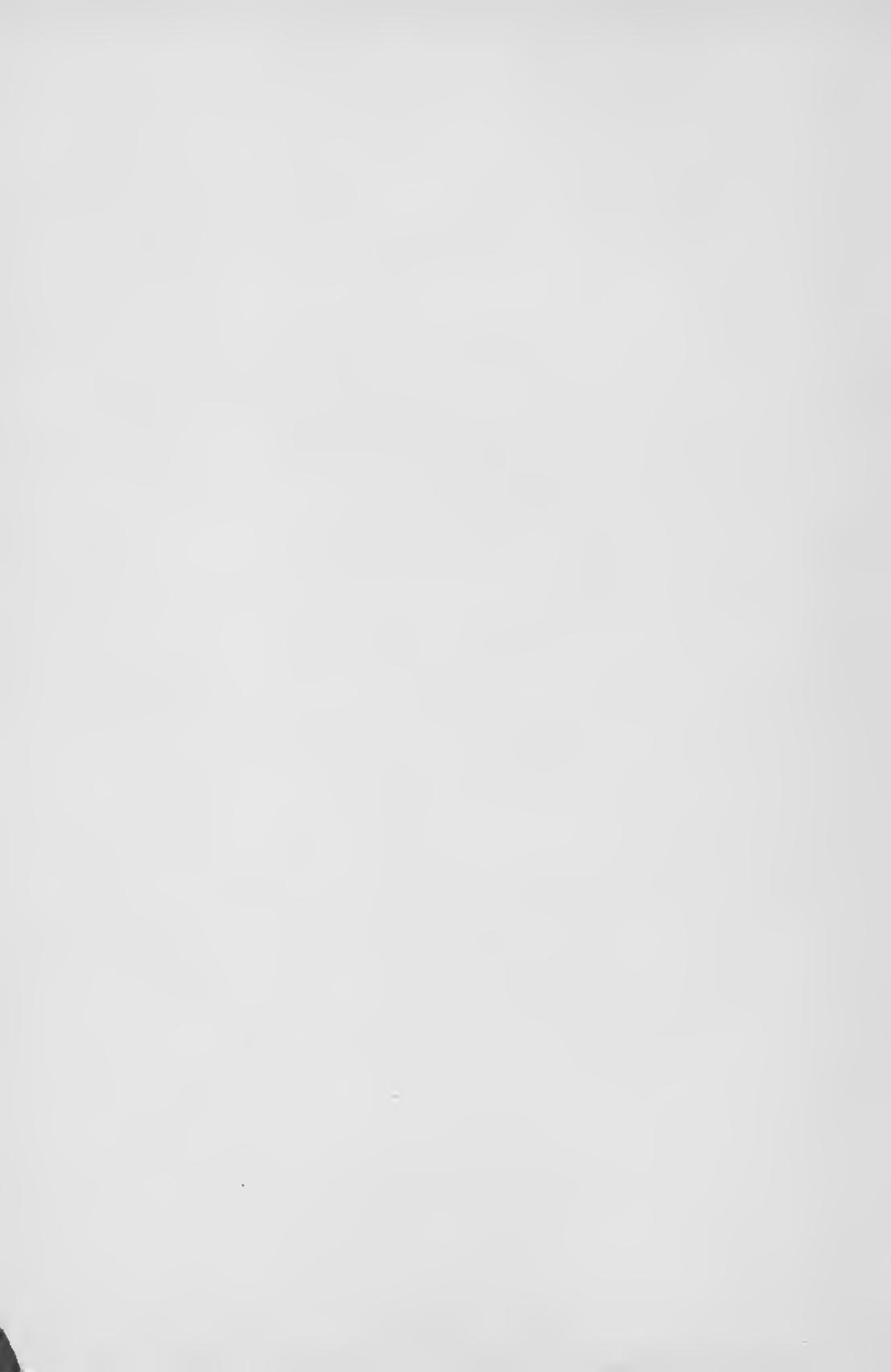


MANITOBA

# Provincial Normal School

TUXEDO





P R O V I N C E      O F      M A N I T O B A

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*The*  
P R O V I N C I A L  
**NORMAL  
SCHOOL**

*Tuxedo*

C A L E N D A R

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*A u t h o r i z e d      b y*

THE    MINISTER    of    EDUCATION

Winnipeg

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# L I S T   O F   S T A F F

PRINCIPAL: MR. R. W. LIGHTLY, B.A.

## INSTRUCTIONAL:

Miss L. D. BAKER, B.A., M.Ed.	<i>Child Development</i>
MISS ELEANOR BOYCE, M.A., PH.D.	<i>Social Studies</i>
MR. G. W. CHIDLEY, B.A., M.Ed.	Mathematics
MR. J. W. CLARKE, B.A.	Classroom Management
MISS M. E. DOUGLAS	Music
MISS M. J. FRASER, B.A.	Librarian
MR. A. L. HERRON, B.Sc.	Science
MR. J. K. LAXDAL, B.A., B.Ed.	Mathematics
MR. J. G. NICK, B.P.H.E.	Physical Education
MISS M. NORTON, M.A.	English
MISS B. A. PILLING	Art
Miss M. E. RING, P.H.N.	Health Education
MISS W. H. SMITH, B.A., B.Ed.	English
MR. D. H. TURNER, B.A., B.Ed.	English
MRS. M. E. TURNER	Basic Techniques

## ADMINISTRATION:

Mr. R. L. EVANS	Bursar
MISS J. E. MUNTON	Secretary
MR. G. H. SHEAD	Chief Engineer
MR. J. G. CARTWRIGHT	Head Chef
MR. C. D. FYLES	Storekeeper
MISS A. BAIN	Housekeeper-Matron
MISS M. GORDON, R.N.	Nurse
MRS. L. OWEN	Seamstress

*The*  
**PROVINCIAL NORMAL SCHOOL**



TUXEDO - - - MANITOBA

# • *Calendar 1952-53*

The Provincial Normal School is the provincial government's institution for the training of teachers to instruct children in the grades from one to nine. The school is situated in the suburbs of Tuxedo about six and a half miles from the centre of the City of Winnipeg.

## **How to reach the school:**

The school may be reached from down town Winnipeg by Portage Avenue street car with a transfer at Polo Park to the Normal School bus; or by Academy Road trolley bus with transfer at the trolley bus terminal at Kenaston Boulevard to the Normal School bus. Automobiles should go west on Portage Avenue to Madison Street, turn south and cross St. James Bridge to Academy Road, go west on Academy to Kenaston Boulevard, south on Kenaston to Roblin Boulevard, and west on Roblin to University Boulevard, on which the Normal School is situated.

## **Buildings and accommodation:**

The Provincial Normal School buildings are situated in spacious grounds, which include lawns and gardens, and playing fields for school games and sports.

The main building houses the main office, academic staff offices, classrooms, library, assembly hall, and the main dormitories for women students. The dining hall building, west of the main building, contains the student and staff dining-rooms, kitchens, and other service rooms. The large gymnasium building is north of the main building. Other buildings contain the Model School, the infirmary and nurses' quarters and additional students' dormitories.

The school provides residence accommodation for about 375 students, including comfortably furnished dormitories and common rooms where students may entertain their relatives and friends. Meals for students are served in the students' dining hall.

A canteen is operated in the annex to the dining building. Here light lunches, coffee, soft drinks, and casual necessities may be purchased.

Laundry facilities are available for students in the residences. Students may make arrangements at the canteen for laundry and dry cleaning to be sent out.

## **Health service:**

All students entering the Normal School are given a complete medical examination. A fully qualified nurse is in continuous residence at the School, and accommodation is available in the school infirmary for minor illness.

## **FACILITIES FOR INSTRUCTION**

The Normal School possesses excellent facilities for teacher training.

Each of the courses, outlined elsewhere, is directed by a well-qualified staff member.

The carrying out of the training program is aided by such facilities as:

### **The Library**

The library at the Normal School is made up of some 11,000 books. The majority of these books are non-fiction and of a pedagogical nature, but in recent years a fiction section has been added.

One section is set aside for children's literature and a definite attempt is made to acquaint the student teachers with some of the great books for children.

A picture file has been set up in the library for use during practice teaching.

The library subscribes to approximately forty periodicals of which some are professional in nature, and others purely recreational.

The students have regular library periods and in addition the library is kept open after four and in the evening to ensure its maximum use.

### **Physical Education and Sports Facilities**

The Normal School gymnasium has two full-sized basketball courts, and is also marked out for such games as Badminton, Tennis, and Volleyball. In addition to the physical education and sports program, the facilities are used for such purposes as general assemblies, concerts, dances, and social evenings.

The outdoor athletic field of approximately four acres is laid out to permit the playing of three softball games and four volleyball games at the same time. The field also accommodates the playing of games such as Soccer, Speedball, Touch Rugby, and Baseball.

The regulation size outdoor rink is used for both skating and hockey. It is well lighted for evening skating and hockey. A large steam heated waiting room is situated immediately adjacent to the rink.

### **Practice Teaching**

A very important facility is the Practice School located on the Normal School grounds. This school consists of two elementary rooms and a kindergarten. Classes are taken to it to observe demonstration lessons conducted by members of the Practice School staff. This school also provides opportunity to the students for the teaching of some practice lessons.

During the year, each student spends three weeks in Winnipeg, St. Boniface, or suburban schools, observing and practising teaching.

## **ENTRANCE REQUIREMENTS**

1. The academic requirement for admission to the Normal School is Grade XII standing, or its equivalent, clear of all conditions and with an average of 55% in the prescribed English. Students with clear standing in First Year University Arts or Science may apply for admission to Normal School.

2. Applications will be considered by a special committee on Normal School admissions appointed by the Minister. Applications will be judged strictly on their merits. Approval of the Committee is necessary for admission to Normal School. No student will be admitted unless he is prepared to meet in full the obligations of Canadian citizenship. The Committee reserves the right to refuse admission to any applicant.

3. Students having standing in two or more Grade XII papers are not precluded from making application for provisional admission. Applications from such will be received and considered by the Special Committee.

4. Students desiring to attend Normal School are urged to apply prior to the time of making application to write the Grade XII Departmental Examinations. These Normal School applications will be held and considered as soon as the results of the Grade XII Examinations are known. In order to ensure that the applications receive the attention of the Admissions Committee all completed applications for admission to Normal School should be mailed to The Registrar, Department of Education, Room 140, Legislative Building, Winnipeg, on or before April 1st, if at all possible. The applications received after this date will be given consideration.

## **HOW TO APPLY FOR ADMISSION TO NORMAL SCHOOL**

1. An applicant for admission to the Normal School should write to the Registrar, Department of Education, Room 140, Legislative Building, Winnipeg, for an application form.

2. The form should be completed and returned to the Registrar of the Department.

3. Each applicant whose admission to Normal School classes has been approved by the Committee will receive in August, a letter of admission which must be handed to the principal on the opening day of the Session.

## **REGULATIONS REGARDING ENTRANCE TO NORMAL SCHOOL**

### *Registration:*

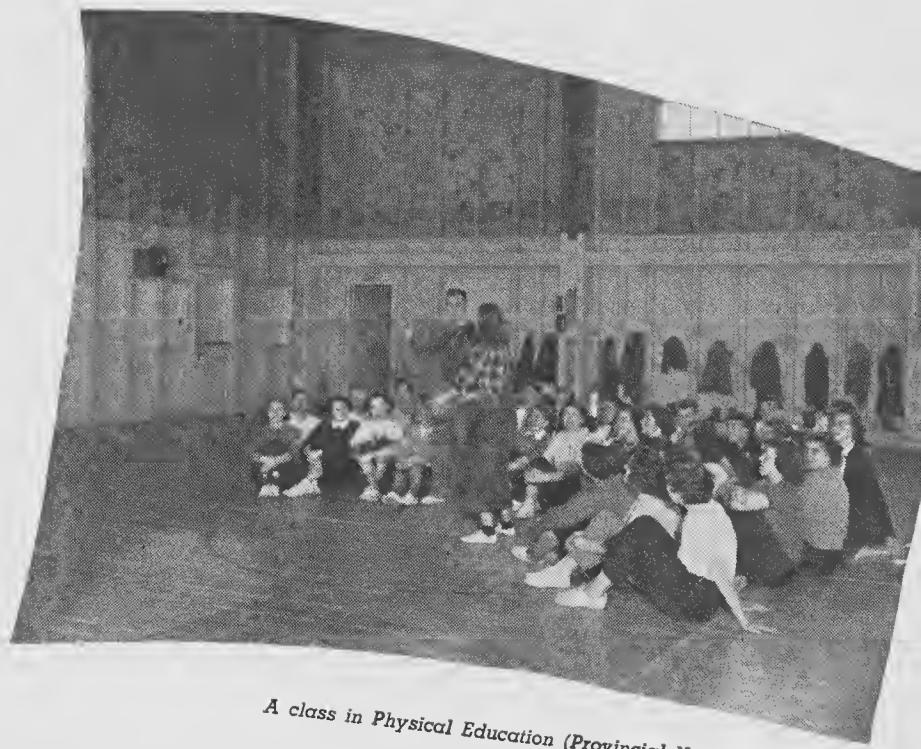
All students will register at the school on Tuesday, September 2. Permission for late registration must be obtained from the Principal, Mr. R. W. Lightly, Provincial Normal School.

### *Fees:*

Each student will be required to pay \$25.00 on account as soon as he is notified that his application for admission to Normal School has been accepted.



Teachers in Training at the Provincial Normal School.



A class in Physical Education (Provincial Normal School).

Cheques should be made payable to: Department of Education, and sent to: The Bursar, Provincial Normal School, Winnipeg. The remainder of fees will be paid to the Bursar at the Normal School as follows: \$82.00 at Registration; \$45.00 on November 1; \$100.00 at the beginning of the second term in January; \$105.00 on March 1.

*Residence:*

Students who do not wish to live in the Normal School residence must obtain permission from the Principal to live elsewhere.

**APPROXIMATE COST OF ONE YEAR AT NORMAL SCHOOL**

Tuition .....	\$ 50.00
Student Organization Fee .....	\$ 5.00
Caution Fee (refundable) .....	\$ 2.00
Board and Room for Resident Students .....	\$300.00

The amount needed over and above these basic costs will depend on the individual.

An approximate estimate of funds spent by students for clothing, recreation, transportation, books, supplies, etc., is \$200.00 to \$300.00.

**Government Loans to Students:**

A student who establishes need of financial assistance to complete a Normal School course may be granted an interest free loan up to \$250.00. A loan of this type is repayable during the first year of teaching after completion of the course. An application for such a loan should be made to the principal after the student has enrolled.

**Opportunities for Student Employment:**

Resident students may apply for a limited amount of employment at the School during first or second term. Application should be made at the time of registration. A student may earn between \$50.00 and \$75.00 during the year by this type of employment.

**SCHOLARSHIPS AND BURSARIES:**

**The B. J. Hales Entrance to Normal Scholarships.**

The B. J. Hales scholarships are offered by the Department of Education to students who wish to attend the Normal School. The value is \$75.00 to a resident of Winnipeg, and \$200.00 to others. Bases for eligibility include: sound character, sound scholarship and economic need. The students must have completed Level III (Grade XII).

### **The Hiawatha Lodge No. 60 — \$100.00 — I. O. O. F.**

This is an Entrance to Normal Scholarship made annually. Bases of award include: complete Grade XII standing, sound scholarship, good citizenship, and economic need.

### **Dr. Alexander McIntyre Memorial Scholarship — \$60.00.**

The Manitoba Education Association awards this scholarship annually to the Normal School student who in the opinion of the teaching staff, shows the most outstanding qualities of scholarship and leadership.

### **The D. Bruce Moorhead Memorial Scholarship — \$25.00.**

This scholarship is awarded by the 44th Battalion Association. Preference is given to students who are relatives of service or ex-service men and women.

### **Viking Club Award — \$50.00**

This bursary is to be awarded to the student of Scandinavian descent at the Provincial Normal School who ranks highest in general proficiency. The decision in making the award shall be determined by the faculty of the Normal School.

### **The Grolier Society Scholarship — \$100.00.**

The Grolier Society has made an annual award of \$100.00 to a Normal student who makes the highest marks in the first term Normal School examinations.

The following I.O.D.E. awards for Normal School students will be awarded during the second term of the Normal School session. In determining the winners the selection committees will take into consideration the terms governing each award and the effectiveness of the student's work during the first term. The selection committees will be composed of representatives of the respective chapters of the I.O.D.E. and of the Normal School staff.

#### **1. Fort Garry Chapter Bursary — \$50.00 (I. O. D. E.)**

Given by the Fort Garry Chapter, this award is offered annually to a female student of the Normal School in need of financial assistance who has satisfactorily completed Christmas examinations, and has shown marked qualities of leadership. Preference will be given to ex-service personnel or relatives of same.

#### **2. The Rebecca White Bursary — \$50.00 (I. O. D. E.)**

This award is to be given annually by the William E. Gladstone Chapter to provide assistance to one student who otherwise would experience financial difficulties in completing Normal School training. Preference will be given to

sons and daughters of ex-service personnel, or to ex-service personnel themselves. The award is to be given after the marking of the Christmas papers and the completion of the practice teaching.

### **3. The Edith Rogers Bursary — \$50.00 (I. O. D. E.)**

This award is given by the Edith Rogers Chapter. It is to go to a Grade XII student entering Normal School from Inspectors' District No. 1 (Swan River) and District No. 25 (The Pas and Flin Flon). The award is to be given to a student showing willingness to assume responsibility, and requiring financial assistance. A basis of the award will be a good standing in Social Studies. \$25.00 is to be paid upon entrance to Normal School, and \$25.00 after the mid-term examinations.

### **4. The Red River Chapter Scholarship — \$50.00 (I. O. D. E.)**

This is given by the Red River Chapter to a student of the Provincial Normal School who, by co-operation in projects tending toward better social understanding, has demonstrated his possession of qualities of mind and heart which will fit him to become a competent teacher of the subject of Citizenship in the schools of the province. A further condition of the award will be a high standing in Social Studies, and financial need.

### **5. Elizabeth M. Wilson-Smith Bursary — \$50.00 (I. O. D. E.)**

This award of the Provincial Chapter, I.O.D.E. Manitoba, is made to the student displaying the best qualities of leadership and social responsibility.

## **COURSES AND INSTRUCTORS:**

### **Art**

BERTHA PILLING

The courses in Art are designed:

- (1) to develop powers of self-expression through various art media;
- (2) to stimulate appreciation of art;
- (3) to inculcate understanding of the principles of art;
- (4) to train in evaluation of the students' own work and that of others;
- (5) to give opportunity for practical application of art.

### **GRAPHIC ART**

The courses in graphic art cover the work outlined in the Programme of Studies for the Primary, Elementary and Junior High Grades of Manitoba. They include design, lettering, colour, informal perspective, illustration, picture composition, murals, figure drawing, animal drawing, costume design, interior and exterior design and decoration, and picture appreciation.



Students' Room in Radisson (Girl's Quarters, Provincial Normal School).

## CRAFTS

The work in crafts and in other art activities includes class projects, group projects, and individual activities. Particular encouragement is given to originality of design. The course affords practice in designing costumes and stage settings, paper and cardboard construction, modelling, carving in soap, and plaster of Paris, weaving, finger painting, papier maché, simple book-binding, linoleum block printing and seasonal art activities.

## Methods in Elementary Arithmetic

JON LAXDAL

In introducing this course the various theories of arithmetic instruction are discussed with their relative merits and disadvantages. A reference is also made to the functions of arithmetic instruction stressing particularly the social function and the development of computational skills through a meaningful approach to avoid mechanical memorization of process skills.

Special emphasis is placed on the necessity of thorough development of number concepts in the primary grades as a foundation to sound arithmetic learning. The teaching of all elementary arithmetic processes is carefully considered. Special attention is given to the grading and sequence of arithmetic examples and problems.

The course is designed to make the instruction as practical as possible and to adjust it to actual classroom needs. The students are encouraged to make their own charts and other instructional aids.

### **Classroom Management and School Administration.**

J. W. CLARKE, B.A.

Classroom Management is recognized as the art of organizing and governing the school. The first part of the course deals with organization which includes such duties as arranging the equipment, seating the pupils, making the daily programme, assigning definite duties to pupils, making provision for a record of their attendance and work, and giving them instructions of a general nature.

In the government of the school it is emphasized that favourable conditions for health and work must be maintained, time and energy economized, the pupils' interest secured and retained, good habits formed, and progress made towards accomplishing the end for which the school is organized.

In School Administration the course covers the Public Schools Act, School Regulations, Attendance Act and the administration of schools generally. The students are also prepared for their practice teaching and are instructed in the purposes and principles of practice teaching, the duties and responsibilities of the student-teacher in the practice teaching schools, observations, planning of lessons, teaching of lessons, evaluation of pupil progress, community and extra-class activities.

Demonstration lessons are taught periodically throughout the year in the Normal Model School.

### **Health Education**

MARY ELIZABETH RING, P.H.N.

The course includes both personal health and public health and welfare. The general outline is as follows:

#### **A. PERSONAL HEALTH**

- (a) As a basis for health education instruction in school.
- (b) Related to individual health as shown by physical examination record.
- (c) Individual self-evaluation of personal health.

#### **B. ANATOMY AND PHYSIOLOGY**

- (a) Structure and function of the body systems.
- (b) Methods and materials to be used in teaching at different grade levels.

### C. NUTRITION

- (a) General.
- (b) School lunch in daily diet.

### D. DENTAL HEALTH

### E. COMMUNICABLE DISEASE CONTROL

- (a) General information.
- (b) Teacher's responsibility.

### F. ENVIRONMENTAL SANITATION

### G. PUBLIC HEALTH AND WELFARE

### H. ORGANIZATION — (SCHOOL AND COMMUNITY)

- (a) Immunization Clinics.
- (b) Dental clinics.
- (c) Field trips.

### I. SOURCES OF AVAILABLE TEACHING AIDS

(Note: Complete medical examinations are given all prospective teachers. This includes routine tests e.g., T.B. test, Wasserman, etc. Students participate in preparation for this examination and organize the details of routine followed.)

## Social Studies

E. BOYCE, M.A., PH.D.

The course in the teaching of Social Studies includes lectures, discussions and study group work dealing with the following:

1. The aims and objectives of teaching Social Studies.
2. Methods of teaching Social Studies.
3. A thorough survey of the Social Studies curriculum for Manitoba schools, Grades I to VIII.
4. Aids, materials and equipment for the Social Studies classroom.
5. Practice in planning lessons and in preparing units of work.
6. United Nations.
7. Evaluation of student progress.

## Music

BETH DOUGLAS.

### FIRST TERM: Songs and Singing

1. Increasing song repertoire using authorized texts and supplementary material.

2. Developing a choral and vocal standard through a study of Breath Control, Tone, Rhythm, Phrasing, Pitch, Diction, Mood.
3. Techniques of teaching songs to classes of children.
4. Opportunities for group work under student conductors and accompanists.

#### SECOND TERM:

##### I Development of Music Skills

1. Ear Training—Recognition of Tonic Sol-Fa syllables by ear.
2. Eye Training—(a) Rythmic Time Values  
(b) Staff Notation
3. Sight Reading—Exercises and Songs from authorized texts and supplementary Sight Reading books.
4. Theory—Key signatures, Time signatures, expression marks.
5. Teaching Techniques.



Student Room—Provincial Normal School, Main Building.

## **II Enrichment of Musical Background**

1. A study of Recordings Suitable for School Use.
  - (a) Possible Groupings for classroom use.
  - (b) Listening for what?
2. Student Body as a whole attend selected musical programs—possibly one Symphony Concert, one Light Opera, one Musical Festival Program.

## **Extra-Curricular Activities**

Girls' Glee Club, Mixed Voice Choir, Men's Glee Club, Music Appreciation Club.

## **Basic Techniques**

M. E. TURNER

The course in Basic Techniques will be based on the following topics:

1. Kindergarten or not?
2. Testing the beginner for school and reading readiness.
3. The readiness program.
4. Learning to read (with special emphasis on the guide book).
5. Reading development in Grades II and III (with special emphasis on the guide books).
6. Printing, writing and spelling in the primary grades.
7. Seatwork.
8. The teaching of children with non-English backgrounds.
9. Social Studies and Nature Study at the primary level.
10. Timetabling, class records, and reports in the primary unit.

## **Speech**

DAVID H. TURNER, B.A., B.ED.

The course is designed to give methods of speech instruction in the classroom in Grades I to VI.

Emphasis is laid on interesting speech patterns through variety of inflection, beauty of enunciation, tone control, resonance, and all those other qualities of good speech which can be developed through the enjoyment of choral reading, action rhymes, and classroom dramatics.

Remedial work in the classroom is covered by remedial exercises which have proven their worth.

Remedial work at the Normal School level is offered to students with speech defects. Students are led to an awareness of these defects through use of a recording tape machine which enables them not only to see their defects but also to follow their own improvement.

Class work in courtesy speeches, story-telling and other forms of oral work allows for individual help in all those branches of voice training which the successful teacher must have to make teaching the vital experience it should be.

## **Remedial English**

WINNIFRED H. SMITH, B.A., B.ED.

It is essential that all teachers possess the ability to express themselves in good English; classes in Remedial English, therefore, are designed to ensure a knowledge of our language and to provide practice in its correct use. The course is comprised of the following: first, the fundamental rules and principles of English grammar including the parts of speech with their inflections, details of sentence structure, the mechanics of writing, such as punctuation, along with the recognition of all types of common grammatical errors; second, the correct usage of words with emphasis placed upon the enrichment of the individual's vocabulary for both writing and reading purposes; and third, guidance in creative writing.

Those who have had little or no previous instruction in English grammar are given individual instruction, and for this purpose they are advised to obtain copies of the texts prescribed in the Department of Education curriculum for Junior High School English.

## **Remedial and Refresher Arithmetic**

GEO. W. CHIDLEY, B.A., M.ED.

It is essential that teachers be proficient in the arithmetic which they are required to teach. The Remedial and Refresher Arithmetic course provides instruction and practice to develop this proficiency.

A diagnostic test is given early in the session. Students who rate well in this test will be required to do refresher work only, but others will do special remedial arithmetic.

The course includes the four fundamental processes in whole numbers, common fractions, and decimals, percentage and its applications, area, volume, and certain commercial applications of Arithmetic. Emphasis will be given to problem solutions.

Students are advised to bring for this course the currently prescribed Grade VI, VII, and VIII arithmetic texts:

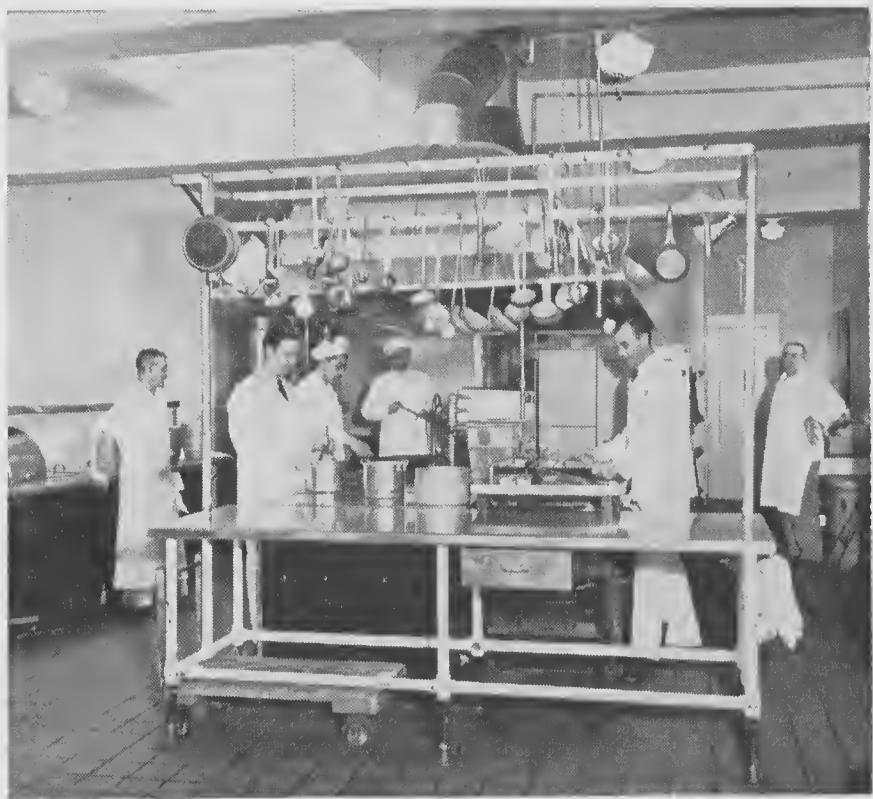
Manitoba Arithmetic — Grade VI Bk. 3  
Mathematics We Use — Bk. I. Brueckner  
Mathematics We Use — Bk. II Brueckner  
and  
answer books for these texts.

These texts and answer books may be obtained at the Normal School, if the student does not already have them.

## **Child Growth and Development**

L. DORIS BAKER, B.A., M.ED.

A study of the development of the child from infancy to adolescence with emphasis on child growth as the core of the educational process. The course includes a study of the physical, emotional, mental, and social growth of the child with special reference to the elementary school level. Attention is also given to the psychological principles of learning, individual differences among



The kitchen at the Provincial Normal School.

children, mental hygiene of the school child, and the psychological bases of modern teaching methods. The measurement and evaluation of learning in relation to child growth and development are considered. The course is designed to help beginning teachers to develop insight into the principles of human behaviour, especially at the level of the elementary school child, and to acquire understanding and skill in the adaptation of teaching methods in terms of most effectively meeting the developmental needs of young children.

### Nature Study and Elementary Science

A. L. HERRON, B.Sc.

During the first term the course comprises a discussion of the aims and objectives of Nature Study, and includes the methods of attaining these objectives. During the second term the emphasis is placed on Elementary Science.

The following outline indicates the trend of the course: Types of lessons at the different grade levels—the informal lesson, the formal lesson, methods of arousing the child's interest in his environment, supervised study, inductive lessons, project and unit method;

The study of plants—collection, identification and classification; the function of the parts of a plant; germination, photosynthesis, respiration and growth. The student will be required to collect, mount, and identify a number of plants during the fall and spring sessions;

The study of animals—classification; formal lessons on insects, amphibians, reptiles, birds, and mammals;

The study of birds—classification and identification function of feet, bills, and wings of birds in relation to manner of life of birds; bird conservation; migration; methods of attracting birds;

General science—beyond the earth; the earth; conditions necessary to life; physical and chemical forces; man's attempt to control his environment;

Assignments—various assignments are made to provide practice in the preparation of nature study material and to develop an academic background. A comprehensive knowledge of the texts used in the schools is required of all students.

## **Teaching of English**

MIRIAM NORTON, M.A.

The Teaching of Literature—Grades I to IX.

The Teaching of Reading—Grades IV to IX.

The Teaching of Language Expression—Grades I to IX.

The Teaching of Spelling—Grades IV to IX.

### LITERATURE:

General aims, standards of achievement; grouping; general recommendations for teaching; types of Literature lessons—prose and poetry; rhythm in poetry; Literature in the Junior High School—application of theory to the teaching of the prescribed texts.

### READING:

Importance of reading; the reading process; testing; grouping; use of basic readers and work books; literary-type reading; work-type reading; remedial reading.

### LANGUAGE EXPRESSION:

Basis of the programme; aims; methods of instruction in expression activities and skills; use of the texts.

### SPELLING:

Methods of instruction; use of the texts.

REQUIRED TEXT: Teaching Living Language, Norton: Gin & Co., Toronto.

## **Physical Education**

J. GEORGE NICK, B.P.H.E.

The Physical Education course is designed to meet the objective of preparing potential teachers for the responsibility of planning and conducting

an adequate program of physical education in the school. Normal School students are encouraged in the physical education and sports program to create and maintain in their teaching and organized play relationships, conditions which will help their pupils to develop the highest status of physical, mental, emotional, and social fitness possible.

Throughout the practical and theoretical work in physical education, emphasis is placed upon how the teacher may adapt his knowledge and skill to the rural as well as the graded school situation. Considerable attention is given to how procedures, techniques, and methods could be modified to the needs of children rather than to mold children to the demands and rules of an activity.

Since a great majority of the graduates go out to teach in elementary schools stress has been placed on a program geared to this level. Program material related to the Junior High level is also provided.

Teaching material is covered under the following headings:

1. Mimetic activities, play movements and action stories
2. Free gymnastics (conditioning exercises)
3. Posture training and related exercises
4. Self-testing activities—stunts, tumbling and light apparatus work
5. Fundamental rhythms—singing games and folk dancing
6. Fundamental skills
7. Games and Game Skills  
    Informal games and relays  
    Classroom games  
    Small equipment games  
    Playground and recess time activities  
    Social games  
    Team Games (skill drills, skill games, lead-up games)  
    Volleyball, Softball, Basketball, Soccer, Speedball, etc.
8. Track and Field Athletics.

Practice teaching experiences are provided in various activities. Students are evaluated in this respect on their deportment before a class, their preparation of a lesson, the techniques by which they taught the lesson, and the reaction of the class to the lesson.

Lectures in theory and practice of Physical Education are given during the year. Aims and objectives are outlined and the principles of physical education stressed.

Students are advised of the function, services, and resources of the Provincial Department of Physical Fitness and Recreation.

## STUDENT ACTIVITIES

### **Student Council:**

An elected student council governs student activities on the campus and the spending of money collected from student fees.

### **Student Publications:**

Through their periodical, *The Argus*, teachers-in-training may express their opinions and exercise their creative abilities.

The Year-Book, *Normalites*, published at the end of the second term, provides a fine record of student activities throughout the year.

### **Music:**

The Girls' Glee Club, Men's Glee Club, and the Mixed Voice Choir meet weekly to practise part choral-singing. The Glee Clubs actively participate in many school activities, such as the Armistice Day service, the Christmas program, and the Graduation exercises. They often help to entertain visiting groups such as the Manitoba Trustees' Association and the Inspectors' Association. The music groups also have the opportunity of entering the Manitoba Music Festival held each year in Winnipeg.



Normal School Infirmary (Large Ward).

### **The Speech Choir:**

The Speech Choir performs for visitors at the Normal School and outside groups, as well as taking part in the Armistice Day, Christmas, and Graduation Day programs. During the practice of the Speech Choir, students learn the pleasure of working in a group for artistic expression of poetry, both lyric and dramatic.

### **Dramatics:**

A student Dramatic Club under the guidance of the Speech instructor gives opportunities for expression to those with dramatic interests, whether it be in acting, directing, property-making, make-up, or any other allied activity connected with the theatre. Plays are produced in the fall and spring.

### **Debating:**

The student-run debating society is another form of expression in which students are encouraged to engage.

### **The Camera Club:**

Dark-room facilities are offered to those interested in photography.

### **Social Activities:**

Each class is allowed two parties a year. In addition, the Social Committee of the Student Council arranges a party a month for the whole school. These parties may take the form of social get-togethers with games and skits, as well as dancing, or simply dances with a good orchestra. The outstanding social event of the year is the graduation dance. Gatherings in the students' canteen are part of the year's fun. Here, too, the strains of Johnny Peresichini's record player, and under Johnny's friendly eye, the students square dance, polka and schottische to their hearts' content until closing time breaks up the revelry.

### **Religion:**

Daily Chapel service before school is part of the school day for all students. The Student Christian Movement holds weekly study group meetings. The Inter-Varsity Fellowship for the I. V. C. F., and the Newman group for Catholic students, are two other active religious groups within the student body.

Protestant and Catholic Church services are conducted Sunday mornings in the school Chapel.

## **Sports:**

A representative students' Athletic Committee, in co-operation with the Physical Education Department, plans, organizes, and conducts a sports program designed to meet the interests and needs of all the students. The emphasis is placed on intramural activities rather than on competition outside the school.

Organized leagues are conducted in such team games as Volleyball, Basketball, Softball, Hockey, and Soccer. Mixed teams are formed in some sports such as Volleyball and Softball.

Opportunities to engage in minor team sports such as Touch Football, Speed-ball, Floor Hockey, and Borden Ball are provided.

Casual play in Table Tennis, Badminton, Paddle Tennis, Horseshoes, and Golf is encouraged. The Tuxedo Golf Course is situated immediately north of the campus. Tournaments are arranged in Badminton and Table Tennis and other individual and dual sports.

Instructional and coaching classes are held for most of the sports activities in which students participate.

Classes are conducted during the winter season in stunts, tumbling, pyramid building, and light apparatus work for both men and women.

Arrangements are made for students to receive Swimming and Life Saving instruction provided by the Swimming and Water Safety Branch of the Manitoba Red Cross. Successful candidates are eligible for Red Cross Swimming awards. Experienced swimmers can apply for an Instructors' course, also given by the Red Cross during the school year.

In the winter, skating is a popular activity, highlighted usually by a Skating Carnival.

A ten-week course in Square and Round Dancing is sponsored by the Physical Education Department during the fall term.

The Annual Track and Field Tabloid Meet is one of the outstanding features of the spring sports program.

## **CERTIFICATION**

On the successful completion of the Normal School course, students who have Grade XII will receive an Interim First-Class Certificate, Grade B. This certificate can be raised to a Permanent First-Class Certificate, Grade B, on the recommendation of the Inspector of Schools following two years of successful teaching and attendance at required summer courses.

Students who have conditions in Grade XII or conditions in their Normal School will receive a Conditional Certificate. This certificate can be raised to an Interim Certificate when Grade XII conditions and Normal School conditions are removed.

The Conditional Certificate and the Interim Certificate entitle the holder to teach in the Elementary and Junior High Schools of the Province.

If a student has complete Grade XII and two approved subjects of Second Year University he will receive an Interim First-Class Certificate, Grade A, on completion of the Normal School course. This will entitle the holder to teach in any Elementary or Junior High School, as well as to teach as Assistant to the Principal in a two-room High School.





